



## 2020 Early ECEAP Performance Standards

(Arranged by WAC Sections)

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## **INTRODUCTION TO THE 2020-21 Early ECEAP PERFORMANCE STANDARDS**

The Early ECEAP Performance Standards explain the service delivery requirements of the Washington State Early Childhood Education and Assistance Program (Early ECEAP). They serve as the basis for Early ECEAP program monitoring. Contractors must comply with the Performance Standards as part of their contract with the Department of Children, Youth, and Families. Early ECEAP Contractors must also comply with all applicable federal, state, and local regulations.

Contractors are encouraged to establish “best practices” above these minimum requirements to address the goals of Early ECEAP:

- To provide a comprehensive year-round infant and toddler program that integrates child care, education, family support, health and mental health services.
- To foster the development of the whole child and enhance opportunities for success in school and life.
- To focus on parent and family strengths and support each parent as their child’s first and most important teacher and provider of safety, loving care and stability.
- To honor each family’s culture and language, and ensure culturally-relevant services.

These Performance Standards are the work of many dedicated Early ECEAP program administrators, Early ECEAP Design Team members staff, and parents who shared their vision and expertise.

## **Intent and Authority**

### **IA-1 Early ECEAP Definitions**

**“Contractor”** means the organization providing Early ECEAP services under a signed contract with the Washington State Department of Children, Youth, and Families.

**“DCYF”** means the Washington State Department of Children, Youth, and Families.

**“Early ECEAP”** Washington’s State Early ECEAP is funded under the federal Pre-School Development Birth to Five grant (PDG B-5) as a pilot project. Early ECEAP will provide an opportunity to serve infants and toddlers furthest from opportunity with comprehensive early learning, family support and health services modeled after the successful Early Head Start center-based program funded at the federal level by the Office of Head Start.

**“ELMS”** means the Early Learning Management System, the database where Contractors enter Early ECEAP program and child information.

**“MERIT”** means the Managed Education and Registry Information Tool, Washington’s professional development registry for early learning.

**“Parent”** means birth parent, custodial parent, foster parent, guardian, or other person legally responsible for the welfare of the child.

**“Individual Family Service Plan (IFSP)”** is a plan for special services for young children with developmental delays. An **IFSP** only applies to children from birth to three years of age. Once a child turns 3 years old, an Individualized Education Program (IEP) is put into place, as needed.

**“Subcontractor”** means an individual or entity that is not an employee of the contractor, and is providing all or part of the Early ECEAP services under a contract or interagency agreement with an Early ECEAP contractor. All services provided by subcontractors must comply with these Early ECEAP Performance Standards.

**“WAC”** means the Washington Administrative Code, which are regulations of executive branch agencies issued by authority of statute.

**“WELS”** means a web-based early learning data system used by Early Achievers partners including DCYF, UW and Child Care Aware/ regional lead agencies to track and maintain data including facility/sites participation, evaluation information, and quality improvement progress.

### **IA-2 Non-Discrimination**

(1) Contractors must not deny service to, or discriminate against, any person who meets the eligibility criteria for Early ECEAP on the basis of sex, gender identity, race, ethnicity, color, religion, age, national origin, citizenship, ancestry, physical or mental disability, family configuration, sexual orientation, culture, or public assistance recipient status.

(2) Contractors must comply with the Americans with Disabilities Act (ADA).

## Child Outcomes

### CO-1 Developmental Screening and Referrals

- (1) In collaboration with each child's parent and with parental consent, a contractor must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days counting the child's first day attending class as day one. To obtain accurate outcomes, each Infant/Toddler must be screened using the correct age interval questionnaires per the screening tool.
- (2) The developmental screening tool must:
  - (a) Be valid and reliable
  - (b) Be sensitive to the cultural and linguistic needs of enrolled children and families
- (3) A contractor must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child's typical behavior. (**See CO-4 4.1** for more information- Characteristics of screenings and assessments)
- (4) If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional a program must, with the parent's consent, promptly and appropriately address any needs identified through:
  - (i) Referral to the local agency responsible for implementing IDEA for a formal evaluation to assess the child's eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA; and,
  - (ii) Partnership with the child's parents and the relevant local agency to support families through the formal evaluation process.
- (5) If a child is determined to be eligible for services under IDEA, the contractor must partner with parents and the local agency responsible for implementing IDEA, as appropriate, and deliver the services.
- (6) If, after the formal evaluation described in this section, the local agency responsible for implementing IDEA determines the child is not eligible for early intervention or special education and related services under IDEA, the contractor must:
  - (i) Seek guidance from a mental health or child development professional to determine if the formal evaluation shows the child has a significant delay in one or more areas of development that is likely to interfere with the child's development and school readiness; and,
  - (ii) If the child has a significant delay, partner with parents to help the family access services and supports to help address the child's identified needs.
    - (A) Such additional services and supports may be available through a child's health insurance or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act<sup>18</sup> if the child satisfies the definition of disability in 29 U.S.C. section 705(9)(b) of the Rehabilitation Act<sup>14</sup>, to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability.
    - (B) A program may use program funds for such services and supports when no other sources of funding are available.

## **CO-2 Transitions to Head Start, ECEAP or other Early Education Programs**

### **Implementing transition strategies and practices**

- (1) An Early ECEAP program must implement strategies and practices to support successful transitions for children and their families transitioning out of Early ECEAP.

### **Timing for transitions**

- (2) To ensure the most appropriate placement and service following participation in Early ECEAP, such programs must, at least six months prior to each child's third birthday, implement transition planning for each child and family that:
  - (a) Takes into account the child's developmental level and health and disability status, progress made by the child and family while in Early ECEAP, current and changing family circumstances and, the availability of ECEAP, Head Start, and other early education and child development services in the community that will meet the needs of the child and family; and,
  - (b) Transitions the child into ECEAP or Head Start as soon as possible after the child's third birthday but permits the child to remain in Early ECEAP to the end of the program year following the child's third birthday if necessary for an appropriate transition. To insure an appropriate transition of a child, a transition plan should begin at least six months before the child's third birthday.

### **Family collaborations**

- (3) A contractor must collaborate with parents of Early ECEAP children to implement strategies and activities that support successful transitions from Early ECEAP and, at a minimum, provide information about the child's progress during the program year and provide strategies for parents to continue their involvement in and advocacy for the education and development of their child.

### **Early ECEAP, Head Start and ECEAP collaboration**

- (4) Early ECEAP, ECEAP, Head Start, or other early education programs must work together to minimize enrollment transitions from Early ECEAP to ECEAP, Head Start, or other early education program, consistent with the eligibility provisions in Family collaborations section (**See CO-2 2.3** for more information), and promote successful transitions through collaboration and communication.

### **Transition services for children with an IFSP**

- (5) A contractor must provide additional transition services for children with an IFSP, at a minimum,
  - (a) For children with an IFSP who are transitioning out of Early ECEAP collaborate with the parents, and the local agency responsible for implementing *Part B* of IDEA, to ensure appropriate steps are undertaken in a timely and appropriate manner to determine the child's eligibility for services.
  - (b) For children with an IFSP who are transitioning out of Early ECEAP to ECEAP, or Head Start, collaborate with the parents, and the local agency responsible for implementing *Part B* of IDEA, to ensure steps are undertaken in a timely and appropriate manner to support the child and family as they transition to a new setting.



### **Implementing transition strategies and practices**

- (6) A contractor that serves children who will enter ECEAP or Head Start in the following year must implement transition strategies to support a successful transition.

### **Family collaborations for transitions**

- (7) A contractor must collaborate with parents of enrolled children to implement strategies and activities that will help parents advocate for and promote successful transitions to ECEAP or Head Start for their children, including their continued involvement in the education and development of their child.
- (a) At a minimum, such strategies and activities must:
- (i) Help parents understand their child's progress during Early ECEAP;
  - (ii) Help parents understand practices they use to effectively provide academic and social support for their children during their transition to ECEAP or Head Start and foster their continued involvement in the education of their child;
  - (iii) Prepare parents to exercise their rights and responsibilities concerning the education of their children, including services and supports available to children with disabilities and various options for their child to participate in language instruction educational programs; and,
  - (iv) Assist parents in the ongoing communication with teachers and other program personnel so that parents can participate in decisions related to their children's education.

### **Community collaborations for transitions**

- (8) A contractor must collaborate with the next placement to support family engagement.
- (a) At a minimum, such strategies and activities must include:
- (i) Coordination to ensure children's relevant records are transferred to ECEAP or Head Start or the next placement in which a child will enroll, consistent with privacy requirements;
  - (ii) Communication between appropriate staff and their counterparts in Head Start or ECEAP to facilitate continuity of learning and development, consistent with privacy requirements and,
  - (iii) Participation, as possible, for joint training and professional development activities for ECEAP or Head Start teachers and staff.

### **Learning environment activities**

- (9) A contractor must implement strategies and activities in the learning environment that promote successful transitions to ECEAP or Head Start for enrolled children, and at a minimum, include approaches that familiarize children with the transition to ECEAP or Head Start and foster confidence about such transition.

### **CO-3 Early ECEAP- Transitions between programs**

- (1) For families and children who move out of the community in which they are currently served, including homeless families and foster children, a program must undertake efforts to support effective transitions to other Early ECEAP or Early Head Start sites. If Early ECEAP or Early Head Start is not available, the program should assist the family to identify another early childhood program that meets their needs.
- (a) A program that serves children whose families have decided to transition them to

other early education programs, in the year prior to preschool entry must undertake strategies and activities described in section: *Family collaborations for transitions* and, *Community collaborations for transitions*.

#### **CO-4 Assessment for individualization**

- (1) A contractor must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the *Washington State Early Learning and Development Guidelines*. Such assessments must result in usable information for teachers and parents and be conducted with sufficient frequency to allow for individualization within the program year.
- (2) A contractor must regularly use information from paragraph (1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings.
- (3) If warranted from the information gathered from paragraphs (1) and (2) of this section and with direct guidance from a mental health or child development professional and a parent's consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child's eligibility for services under IDEA.

#### **Characteristics of screenings and assessments**

- (1) Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed. (See CO-1 1.2 for more information)
- (2) If a contractor serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:
  - (i) Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition;
  - (ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and,
  - (iii) Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications.
- (3) If a contractor serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments as described in paragraphs (2)(i) through (iii) of this section.

- (4) If a contractor serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over time and information gathered in a child's home language from the family, for use in evaluating the child's development and progress.

## **FEP-1 Parent and family engagement in education and child development services**

### **Purpose**

- (1) Early ECEAP must structure education and child development services to recognize parents' roles as children's lifelong educators, and to encourage parents to engage in their child's education.

### **Engaging parents and family members**

- (2) A contractor must offer opportunities for parents and family members to be involved in the program's education services and implement policies to ensure:
  - (a) The contractor's settings are open to parents during all program hours;
  - (b) Teachers regularly communicate with parents to ensure they are well-informed about their child's routines, activities, and behavior;
  - (c) Teachers hold parent conferences, as needed, but no less than four times, once for each enrolled child per quarter during the program year (July-June), to enhance the knowledge and understanding of both staff and parents of the child's education and developmental progress and activities in the program;
  - (d) Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program;
  - (e) Parents and family members have opportunities to volunteer in the class and during group activities;
  - (f) Teachers inform parents, about the purposes of and the results from screenings and assessments and discuss their child's progress;
  - (g) Teachers conduct at least two home visits per program year for each family, including one before the program year begins, if feasible, to engage the parent's in the child's learning and development, except that such visits may take place at a program site or another safe location that affords privacy at the parent's request, or if a visit to the home presents significant safety hazards for staff.

## **FEP-2 Family engagement approach**

### **Purpose**

- (1) A contractor must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program that may leverage community partnerships or other funding sources.

### **Family engagement approach**

- (2) A contractor must:
  - (a) Recognize parents as their children's primary teachers and nurturers and implement intentional strategies to engage parents in their children's learning and development

- and support parent-child relationships, including specific strategies for father engagement;
- (b) Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community;
  - (c) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability;
  - (d) Provide parents with opportunities to participate in the program as employees or volunteers;
  - (e) Conduct family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe; and,
  - (f) Implement procedures for teachers, and family support staff to share information with

### **FEP-3 Parent activities to promote child learning and development**

- (1) A contractor must promote shared responsibility with parents for children's early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development. These strategies must include:
  - (a) Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate;
  - (b) Providing parents with information about the importance of their child's regular attendance, and partner with them, as necessary, to promote consistent attendance; and,
  - (c) For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy.
  - (d) A contractor must, at a minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development. A program that chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations must work with an expert or experts to develop such adaptations.

### **FEP-4 Family partnership services**

#### **Family partnership process**

- (1) A contractor must implement a family partnership process that includes a family partnership agreement and the activities described in this section to support family well-being, including family safety, health, and economic stability, to support child learning and development, to provide, if applicable, services and supports for children with disabilities, and to foster parental confidence and skills that promote the early learning and development of their children. The process must be initiated as early in the program year as possible and continue for as long as the family participates in the program, based on parent interest and need. (See PDTR-10 10.1.(a) for more information- Mobility Mentoring®)

### **Identification of family strengths and needs**

- (2) A contractor must implement family assessment procedures to identify family strengths and needs using the Mobility Mentoring® model.

### **Individualized family partnership services**

- (3) A contractor must offer individualized family partnership services that:
  - (a) Collaborate with families to identify interests, needs, and aspirations related to the family engagement outcomes described in Mobility Mentoring®;
  - (b) Help families achieve identified individualized family engagement outcomes;
  - (c) Establish and implement a family partnership agreement process that is jointly developed and shared with parents in which staff and families to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary, and;
  - (d) Assign staff and resources based on the urgency and intensity of identified family needs and goals.

### **Existing plans and community resources**

- (4) In implementing this section, a contractor must take into consideration any existing plans for the family made with other community agencies and availability of other community resources to address family needs, strengths, and goals, in order to avoid duplication of effort.

### **FEP-5 Parent-Teacher Conference**

- (1) Teachers hold parent conferences, as needed, but no less than ***four*** times per program year (July-June), to enhance the knowledge and understanding of both staff and parents of the child's education and developmental progress and activities in the program.

### **FEP-6 Parent-Teacher Conference Content**

- (1) During each conference, teachers partner with parents to:
  - (a) Learn about the child's family, culture, and language.
  - (b) Hear parent's observations of their child's skills, interests, needs, and goals.
  - (c) Gather parent's suggestions for class activities and ways their family culture can be included in the classroom and curriculum.
  - (d) Agree on at least one educational or developmental goal for the child.
  - (e) Review and update goals set at previous conferences.
- (2) To count as one of the required formal Parent teacher conferences, each visit must be:
  - (a) A minimum of 30 minutes.
  - (b) Face-to-face with the parent.
  - (c) In a location agreed upon with the parent.
  - (d) Scheduled based on individual family needs.
  - (e) Planned with individualized content for each family for each visit.
- (3) During conferences, teachers also share:
  - (a) Their observations of the child's skills, interests and development.
  - (b) Screening results and assessment data.
  - (c) The child's progress toward:
    - (i) Meeting their goal(s).
    - (ii) Kindergarten readiness.
  - (d) Information on transitions.

- (4) Contractors must not count time spent in enrollment processes as parent-teacher conferences, though both may happen during one meeting.
- (5) Contractors must ensure documentation in ELMS of:
  - (a) Date, location, topics, and summary of discussion for each parent- teacher conference.
  - (b) Follow-up plans.
  - (c) Follow-up contacts between parents and teachers outside of regular conferences.

#### **FEP-7 Family Support Visits**

- (1) Contractors must ensure Early ECEAP family support staff provide a minimum of one family support visit per family, per quarter. Contractors must schedule visits to align with Early ECEAP Mobility Mentoring® checkpoints.
- (2) To count as one of the required formal family support visits, each visit must be:
  - (a) A minimum of 30 minutes.
  - (b) Face-to-face with the parent.
  - (c) In a location agreed upon with the parent.
  - (d) Scheduled based on individual family needs.
  - (e) Planned with individualized content for each family for each visit.
- (3) Contractors may provide additional family support visits as needed, based on each family's strengths, needs, and requests.
- (4) Phone or email contact may be used only for brief follow-up.

#### **FEP-8 Family Support Visit Content**

- (1) Contractors must use the Mobility Mentoring® approach in partnership with families to:
  - (a) Gather information on family strengths and needs through conversation.
  - (b) Identify goals and next steps based on the information gathered using the *Bridge to Child and Family Self-Reliance*.
  - (c) Develop family goals that are:
    - (i) Specific
    - (ii) Measurable
    - (iii) Attainable
    - (iv) Relevant
    - (v) Time-Limited
  - (d) Connect families with relevant community resources and referrals, as outlined in Resources and Referrals.
  - (e) Follow up on goals and accomplishments.
- (2) Contractors must ensure family support visits proactively assist parents to meet personal and family challenges while focusing on self-reliance. Contractors must not count time spent in enrollment processes as family support, though both may happen during one meeting.
- (3) Staff must document in ELMS:
  - (a) Date, location, and summary of discussion for each family support visit.
  - (b) Follow-up plans.
  - (c) Follow-up contacts outside of regular family support visits.
  - (d) Shared visits with ECEAP, Early Head Start, Head Start or Home Visiting Services Programs.
  - (e) Mobility Mentoring®, per the DCYF checkpoint dates:
    - (i) Pre-assessment.



- (ii) Goals, including mid-year goal check-in.
- (iii) Post-assessment.

### **FEP-9 Health Coordination Services for Families**

- (1) Contractors must work with parents to:
  - (a) Determine if children have regular medical and dental providers, and dates of last visits.
  - (b) Determine children's medical, dental, nutritional, or mental health needs, including immunization status, current medications, allergies, and life-threatening conditions.
  - (c) Provide support to ensure children's health care needs are met.
- (2) Contractors must also assist families to:
  - (a) Advocate for their child's health and safety needs.
  - (b) Obtain information on fluoridation, if needed.
  - (c) Access health information on topics of parent interest.
- (3) Contractors must track health care coordination for each child which includes:
  - (a) Health referrals.
  - (b) Follow-up to ensure treatment is completed.
  - (c) Planning for ongoing health care needs.
- (4) Contractors must maintain documentation of these health coordination services.

### **FEP-10 Dental Screening**

- (1) Contractors must work with parents to ensure that children who have not had a dental exam within the last six months receive a dental exam, or screening by a dental hygienist, within 90 calendar days, counting children's first day attending class as day one. Contractors must retain a copy of the screening or exam record in the child's file.

### **FEP-11 Medical Examinations**

- (1) Contractors must work with parents to ensure that children who have not had a medical exam receive one within 90 calendar days, counting children's first day attending class as day one.
  - (a) For Early ECEAP, obtain determinations from health care and oral health care professionals as to whether or not the child is up-to-date on a schedule of age appropriate preventive and primary medical and oral health care, based on: the well-child visits and dental periodicity schedules as prescribed by the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program of the Medicaid agency of the state in which they operate, immunization recommendations issued by the Centers for Disease Control and Prevention, and any additional recommendations from the local Health Services Advisory Committee that are based on prevalent community health problems. Contractors must retain a copy of the exam record in the child's file.

### **FEP-12 Family Confidentiality**

- (1) Contractors must provide a meeting space for family support services where conversation between parents and staff cannot be overheard.
- (2) All family records must be kept confidential.

### **FEP-13 Collaborative Visits with Other Programs**

- (1) Contractors may provide joint family support visits with Early ECEAP, ECEAP, Head Start and Early Head Start staff when the same contractor provides these programs to the same

family. DCYF encourages this coordination to better meet the needs of families.

- (2) During joint family support visits, contractors must ensure:
  - (a) All related Early ECEAP performance standards are met.
  - (b) Staff from each program are included.
  - (c) Shared goals are designed so programs are integrated for families, when possible.

## **Professional Development, Training and Requirements**

### **PDTR-1 Staffing Patterns**

- (1) Contractors must provide adequate staff to comply with all Early ECEAP Performance Standards.
- (2) Contractors must maintain accurate job descriptions.

### **PDTR-2 Staff Qualifications**

- (1) Contractors must hire and employ staff who meet the qualifications for their position.
- (2) When a contractor requires additional qualifications, such as para-educator status, each staff person must also meet the qualifications for their Early ECEAP role. When a staff person fills more than one position, as defined by Early ECEAP Performance Standards, they must meet the qualifications for each position.
- (3) Contractors must ensure that staff qualifications are entered in the electronic workforce registry (MERIT) within 30 days of hire for each person in the role of Early ECEAP lead teacher, assistant teacher, family support staff, and coach. Contractors must obtain STARS IDs from the electronic workforce registry (MERIT) and enter the IDs in ELMS for each person in the role of Early ECEAP lead teacher, assistant teacher, and family support staff.

### **PDTR-3 Staff qualifications and competency requirements**

#### **Purpose**

- (1) A contractor must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards. A contractor must provide ongoing training and professional development to support staff in fulfilling their roles and responsibilities.

#### **Early ECEAP Director**

- (2) A contractor must ensure an Early ECEAP Director has at a minimum, a baccalaureate degree and experience in supervision of staff, fiscal management, and administration.

#### **Fiscal Officer**

- (3) A contractor must assess staffing needs in consideration of the fiscal complexity of the organization and applicable financial management requirements and secure the regularly scheduled or ongoing services of a fiscal officer with sufficient education and experience to meet their needs. A contractor must ensure a fiscal officer is a certified public accountant or has, at a minimum, a baccalaureate degree in accounting, business, fiscal management, or a related field.



### **Family, health, and disabilities management**

- (4) A contractor must ensure staff responsible for management and oversight of family services, health services, and services to children with disabilities have, at a minimum, a baccalaureate degree, preferably related to one or more of the disciplines they oversee.

### **Education management**

- (5) A contractor must ensure staff and consultants that serve as education managers or coordinators, including those that serve as curriculum specialists, have a baccalaureate or advanced degree in early childhood education or a baccalaureate or advanced degree and equivalent coursework in early childhood education with early education teaching experience.

### **Child and family services staff**

#### **Family child care provider qualification requirements**

- (6) A contractor must ensure family child care providers have previous early child care experience and, at a minimum, are enrolled in a Family Child Care CDA program or state equivalent, or an associate's or baccalaureate degree program in child development or early childhood education prior to beginning service provision, and for the credential acquire it within eighteen months of beginning to provide services. A child development specialist, as required for family child care, must have, at a minimum, a baccalaureate degree in child development, early childhood education, or a related field.
  - (a) If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from the date of hire. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

#### **Early ECEAP teachers, assistant teachers, and family child care provider competencies**

- (7) A contractor must ensure Early ECEAP teachers, assistant teachers, and family child care providers demonstrate competency to provide effective and nurturing teacher-child interactions, plan and implement learning experiences that ensure effective curriculum implementation and use of assessment and promote children's progress across the standards described in the ***Washington State Early Learning and Development Guidelines***, including for children with disabilities and dual language learners, as appropriate.

#### **PDTR-4 Early ECEAP Lead Teacher Qualification**

- (1) A contractor must ensure Early ECEAP teachers, at a minimum, have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential with a focus on infant and toddler development, or are enrolled in a program that will lead to an associate or baccalaureate degree in child development, early childhood education, or equivalent coursework, with a focus on infant and toddler development.
- (2) If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from the date of hire. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

### **PDTR-5 Early ECEAP Assistant Teacher Qualification**

- (1) A contractor must ensure Early ECEAP assistant teachers that provide direct services to infants and toddlers have a minimum of a Child Development Associate (CDA) credential or state awarded certificate, and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development. Early ECEAP Assistant Teachers may be enrolled in a CDA credential program, or state-awarded certificate that meets or exceeds the requirements for a CDA credential, to be completed within two years of the time of hire.
- (2) If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from the date of hire. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

### **PDTR-6 Volunteer Training and Background Check**

- (1) Contractors must ensure that persons who volunteer with children are directly supervised by Early ECEAP staff at all times.
- (2) Contractors must plan and implement training for all volunteers on:
  - (a) Their roles and responsibilities.
  - (b) Relevant Early ECEAP Performance Standards and program policies.
- (3) Persons who volunteer on a weekly or more frequent basis with Early ECEAP children must:
  - (a) Obtain a criminal history background clearance.
  - (b) Obtain a TB test as described in PDTR-8.
  - (c) Complete training on preventing, identifying, and reporting child abuse and neglect.
- (4) Contractors must maintain records of volunteer hours and completed training.

### **PDTR-7 Employment Requirements**

- (1) Contractors must:
  - (a) Require criminal history background clearance for all staff who have unsupervised contact with children.
  - (b) Require new employees to complete a one-step Mantoux tuberculosis (TB) skin test, unless they have written proof of one of the following:
    - (i) Negative Mantoux TB test in the 12 months prior to hire.
    - (ii) Medication therapy to treat TB.
    - (iii) A recent negative chest x-ray and a statement from a health care provider that the employee does not pose a risk to others.

### **PDTR-8 Required Training**

- (1) Contractors must ensure all staff, including subcontractors, receive training on Early ECEAP Performance Standards upon hire and annually thereafter. Contractors must ensure staff obtain specific training for their role as described herein.
- (2) Staff working with children must:
  - (a) Maintain a current basic standard first aid card.
  - (b) Maintain a current infant/child cardiopulmonary resuscitation (CPR) card.
  - (c) Complete training on disaster plans and emergency procedures.

- (d) Complete training on universal precautions for prevention of transmission of blood borne pathogens.
  - (e) Complete training on preventing, identifying, and reporting child abuse and neglect.
- (3) Food service staff preparing full meals and at least one staff person per classroom must:
- (a) Maintain a Washington State Department of Health food worker card.
  - (b) Monitor and oversee food handling and service and provide orientation and ongoing training as needed for all staff involved in food handling service.
- (4) Contractors must ensure at least one adult is present with each group of children at all times who is trained in emergency procedures, universal precaution for prevention of transmission of blood borne pathogens, first aid, and CPR. First aid and CPR cards must be current.

### **PDTR-9 Training and professional development**

- (1) A contractor must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.
- (2) A contractor must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include:
- (a) Staff must complete Enhancing Quality of Early Learning (EQEL). This 20-hour training must be completed within 36 months of being hired in a licensed facility. EQEL hours may count toward the 10 hours of in-service training (STARS hours) required annually. (See In-Service Training Requirement- WAC 110-300-0107)
  - (b) Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws;
  - (c) Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, as described throughout this part;
  - (d) Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes; and,
  - (e) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in ***Washington State Early Learning and Development Guidelines***, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions and use of data to individualize learning experiences to improve outcomes for all children.
- (3) A contractor must implement a research-based, coordinated coaching strategy for education staff that:
- (a) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;
  - (b) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (3)(A) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher

- practices directly related to program performance goals;
- (c) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (C)(A) of this section to receive other forms of research-based professional development aligned with program performance goals;
  - (d) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (3)(A) of this section that:
    - (i) Align with the program's school readiness goals, curricula, and other approaches to professional development;
    - (ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with contractors performance goals;
    - (iii) Provide ongoing communication between the coach, contractors director, education director, and any other relevant staff; and,
    - (iv) Include clearly articulated goals informed by the program's goals, and a process for achieving those goals; and,
  - (e) Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.
- (4) If a contractor needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements in paragraph (3) of this section, the contractor must partner with external early childhood education professional development experts. A contractor must assess whether the adaptation adequately supports staff professional development.

#### **PDTR-10 Required Training by Role**

- (1) Family support staff must:
  - (a) Complete training in Early ECEAP Mobility Mentoring®.
  - (b) Complete a minimum of 20 hours of in-service professional development per year, such as STARS or other job-related workshops, classes, or job-embedded professional learning. Family support staff who are also a lead or assistant teacher are required to complete a total of 20 hours of annual professional development.
- (2) Lead Teachers must:
  - (a) Complete training for the curriculum offered.
  - (b) Complete a minimum of 20 hours of in-service professional development per year, such as STARS or other job-related workshops, classes, or job-embedded profession learning.
- (3) Assistant Teachers must:
  - (a) Complete 15 hours of in-service professional development per year such as STARS or other job-related workshops, classes, or job-embedded profession learning.
- (4) Coaches must:
  - (a) Attend the Early Achievers Coach Framework training within six months of hire.
  - (b) Complete the coach orientation in Schoology, upon hire.
  - (c) Participate in ongoing Early Achievers coach webinars, trainings and meetings provided by DCYF and Cultivate Learning.

- (d) Participate in coach consultation with Cultivate Learning and DCYF Early ECEAP staff as needed.
- (5) Coaches are strongly encouraged to:
  - (a) Attend reliability training in the Environment Rating Scale, Third Edition (ERS-3) tools.
  - (b) Use Coaching Companion to access coaching resources and professional development opportunities.
- (6) Eligibility and enrollment staff who verify Early ECEAP eligibility must:
  - (a) Complete a DCYF Early ECEAP Eligibility and Enrollment training, either in person or online, and maintain certificates of completion.
  - (b) Complete training on contractor eligibility practices, eligibility fraud prevention, and the importance of protecting program integrity and public trust.

#### **PDTR-11 Staff Recruitment and Selection**

- (1) Contractors must have written policies and procedures for recruitment and selection of staff.
- (2) Contractors must:
  - (a) Follow all state and federal laws that ensure equity.
  - (b) Advertise all position openings to the public.
  - (c) Encourage applicants who reflect the ethnicity, culture, and language of children and families served.
  - (d) Involve parents and appropriate staff in the hiring process.
  - (e) Document staff recruitment procedures, including evidence of any labor pool shortage.
  - (f) During the interview process, seek staff who demonstrate competency to interact positively and respectfully with culturally and linguistically diverse children and families.
  - (g) Conduct reference checks.

#### **PDTR-12 Staff Training Program**

- (1) Contractors must plan a training program, with the involvement of staff and parents, to support the personal and professional development of Early ECEAP staff. The training plan must include:
  - (a) Engaging, interactive training activities.
  - (b) Financial support, as available, for staff training costs, such as release time, substitutes, per diem, and travel.
  - (c) Academic credit, whenever possible.
  - (d) A training evaluation system.
  - (e) A recordkeeping system to track individual training.
- (2) Contractors must support the professional development of classroom staff by providing regularly scheduled time for:
  - (a) Curriculum planning.
  - (b) Reflective practice with coaches, supervisors, and peers.

#### **PDTR-13 College Credit**

- (1) When college credit is required for Early ECEAP staff, contractors refer to instructions on the DCYF website. College credit must be earned from an accredited institution of higher education.
- (2) One college semester credit equals 1.5 college quarter credits.

- (3) Credit counted for staff qualifications, such as specific 12 or 30 credit requirements for teachers and family support staff, must be directly related to the job description.
- (4) Early Childhood Education (ECE) credit is coursework with content closely related to the Washington State Core Competencies and predominantly addresses children ages birth to eight.
- (5) Staff requirements for an associate degree allow any “two-year” community or technical college degree of 90 quarter credits or more, including degrees designated as AA, AAS, AAS-T, ATA, or AD.
- (6) Equivalent degrees and credentials from other states and countries are accepted for Early ECEAP staff qualifications.

#### **PDTR-14 Family Support Staff Role**

- (1) An Early ECEAP family support staff provides comprehensive and integrated family support services to enrolled families. Contractors must ensure that family support staff maintain flexible hours to provide services when parents are available.
- (2) Family support staff must have the knowledge, skills, and abilities to:
  - (a) Understand family and relationship development cycles.
  - (b) Recognize influences of diversity and culture.
  - (c) Work with families as systems.
  - (d) Demonstrate acceptance of all types of family groupings and use materials that reflect nontraditional families.
  - (e) Build relationships with families that are positive and goal-directed.
  - (f) Establish mutual trust with families.
  - (g) Identify and assess family strengths and goals.
  - (h) Link families to community resources.
  - (i) Engage families in program activities.
  - (j) Coach families toward self-sufficiency.
  - (k) Increase the family’s knowledge of parenting, school participation, and leadership.
  - (l) Cultivate community partnerships.
- (3) Each family support staff person may serve no more than 40 families concurrently. Fewer families per staff may be necessary to fully implement Early ECEAP Performance Standards. The number of families served must be adjusted proportionately when staff:
  - (a) Work less than 35 hours per week.
  - (b) Are assigned roles and duties in addition to family support.
  - (c) Provide more intensive services based on family needs.
  - (d) Travel extensively to meet with families.
- (4) Contractors must identify a family support lead to:
  - (a) Attend Mobility Mentoring® Essentials training.
  - (b) Coordinate implementation of family support services.
  - (c) Provide Mobility Mentoring® training to all family support staff prior to implementation of Mobility Mentoring® approaches.
  - (d) Participate in ongoing Early ECEAP family support webinars, trainings, and meetings provided by DCYF.

### **PDTR-15 Early ECEAP- Family services staff qualification requirements**

- (1) All persons serving in the role of Early ECEAP family support staff must meet **one** of the following qualifications:
  - (a) Employment in the same position in the same agency before July 1, 1999;
  - (b) An associate or higher degree with the equivalent of 30 college quarter credits in adult education, human development, human services, family support, social work, early childhood education, child development, psychology, or another field directly related to their job responsibilities. These 30 credits may be included in the degree or in addition to the degree; or
  - (c) A DCYF -approved credential from a comprehensive and competency-based Family/Social Service training program that increases knowledge and skills in providing direct services to families.
  - (d) A Washington State ECE Home Visitor Certificate
  - (e) A Home Visitor Child Development Associate (CDA) Credential from the Council of Professional Recognition.
- (2) If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from the date of hire. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

### **PDTR-16 Coach Role**

- (1) The contractor must provide, or have access to, a practice-based coach trained on the **Early Achievers Coach Framework**, to:
  - (a) Support Early Achievers rating readiness and ongoing continuous quality improvement.
  - (b) Assist the contractor in identifying goals and making quality improvement plans to achieve goals.
  - (c) Assist the contractor in completing remedial activities within the identified timeline, when applicable.
  - (d) Document in the WELS database, or WA Compass when available, including:
    - (i) Pre-rating support provided to each site prior to finalized rating.
    - (ii) Quality Improvement Plan for each site once the rating is finalized, including goals and Action Plans.
    - (iii) Coaching strategies used to support teacher implementation of curriculum.
    - (iv) Required coach professional development including:
      - (A) Date of Early Achievers Coach Framework training.
      - (B) Date attended coach orientation.
      - (C) Titles and dates of coach webinars.
      - (D) Date achieving ERS or CLASS reliability, if applicable.
      - (E) Curriculum and Coaching to Fidelity training, if applicable.
- (2) Contractors must ensure coaches are assigned in WELS, or WA Compass when available. Contractors must notify the State ECEAP Office when changes to coaching staff occur.

### **PDTR-17 Coach Qualifications**

- (1) All persons serving in the role of coach must meet all of the following qualifications:
  - (a) Bachelor's degree in Early Childhood Education or related field or a bachelor's degree with the equivalent of 30 college quarter credits in early childhood education. These 30 credits may be included in the degree or in addition to the degree.
  - (b) A minimum of two years working with young children in a group setting.



- (c) Experience as an early learning coach, consultant, mentor, or trainer.
- (2) If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person has an associate degree in Early Childhood Education or related field and is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from the date of hire. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

#### **PDTR-18 Health professional qualification requirements**

- (1) A contractor must ensure health procedures are performed only by a licensed or certified health professional.
- (2) A contractor must ensure all mental health consultants are licensed or certified mental health professionals. A contractor must use mental health consultants with knowledge of and experience in serving young children and their families, if available in the community.
- (3) A contractor must use staff or consultants to support nutrition services who are registered dietitians or nutritionists with appropriate qualifications.

#### **PDTR-19 Mental Health Consultant Role**

- (1) Contractors must have access to a mental health consultant who is available to:
  - (a) Observe and/or screen children regarding behavior, emotional needs, and mental health.
  - (b) Work collaboratively with parents to address their child's mental health issues.
  - (c) Consult with staff regarding classroom support and interventions for children.
  - (d) Refer children and families to local mental health services.
  - (e) Consult with and train staff as needed on topics, such as:
    - (i) Classroom environment, practices, and activities to promote social and emotional development.
    - (ii) Early identification of behavioral disorders, atypical behavior, and child abuse.
    - (iii) Specific interventions to address identified behavioral and mental health needs.

### **Environment**

#### **ENV-1 Indoor Space**

- (1) Contractors must ensure:
  - (a) All areas are accessible to adults.
  - (b) Play and learning space includes pathways so that children can move between areas without disrupting each other's work and play.

#### **ENV-2 Environment-Materials and Equipment**

- (1) The materials and equipment must:
  - (a) Be child-sized or adapted for use by young children.
  - (b) Allow for a range of abilities.
  - (d) Provide for children's safety while being appropriately challenging.
  - (e) Be accessible at child's height so they can find, use, and return materials independently.
  - (f) Include soft elements for comfort and warmth, such as fabric, padding, and natural materials.

#### **ENV-3 Environment-Inclusive Design**

- (1) The materials and equipment must:
  - (a) Supports children's developmental levels.
  - (b) Accommodates the special needs of enrolled children.



- (c) Allows choice, exploration, and experimentation.
- (d) Promotes action and interaction.
- (e) Avoids crowding, under-stimulation, or over-stimulation.
- (f) Provides space for children to work individually, in small groups, and in a large group.
- (g) Predominately displays the children's recent works.

#### **ENV-4 Square Footage Outdoor**

- (1) Outdoor play areas must have 75 square feet of space per child.

#### **ENV-5 Outdoor Safe Facilities**

- (1) Contractors must monitor the health and safety of their outdoor facilities and maintain records of these inspections. Facilities must be:
  - (a) Safe, clean, and in good repair.
  - (b) Free of drugs, alcohol, violence, guns.
  - (c) Free from exposed, lead-based paint.

#### **ENV-6 Playground Safety**

- (1) Contractors must maintain and monitor playground safety, including:
  - (a) Protective surfacing.
  - (b) Fall zones around play equipment.
  - (c) Swing spacing.
  - (d) Guardrails on elevated surfaces.
  - (e) Prevention of potential entrapment hazards.
  - (f) Prevention of exposed moving parts that could pinch or crush.
- (2) Contractors must immediately repair or remove any:
  - (a) Hardware that is loose, worn, or hazardous.
  - (b) Exposed equipment footings.
  - (c) Scattered debris or other tripping hazards.
  - (d) Rust and chipped paint on metal components.
  - (e) Splinters, large cracks, and decayed wood components.
  - (f) Deterioration and corrosion on structural components.

#### **ENV-7 Environments-Materials and Curriculum**

- (1) The materials and equipment must:
  - (a) Be of sufficient quantity and quality to occupy children and fulfill the curriculum.
  - (b) Be free from religious representations.

#### **ENV-8 Curriculum – Use of Media**

- (1) The contractor must plan curriculum that includes the use of media only for educational purposes or physical activity and never during meals.

#### **ENV-9 Culturally Responsive Materials**

- (1) The materials and equipment must:
  - (a) Reflect the daily life, family culture, and language of enrolled children (for example, in books, music, photos, dolls, toys, and household items).
  - (b) Reflect the diversity found in society—including gender identity, age, language, and

abilities—while being respectful of the cultural traditions, values, and beliefs of enrolled families.

### **ENV-10 Safety Requirements**

- (1) Materials and equipment must be:
  - (a) Safe, clean, and in good repair.
  - (b) Age-appropriate.
  - (c) Safely stored to prevent injury.

### **ENV-11 Indoor Safe Facilities**

- (1) Contractors must monitor the health and safety of their indoor and outdoor facilities and maintain records of these inspections. Facilities must be:
  - (a) Safe, clean, and in good repair.
  - (b) Free from obstacles that impede safe movement.
  - (c) Free of drugs, alcohol, violence, guns.
  - (d) Free from exposed lead-based paint.

### **ENV-12 Fire Safety**

- (1) Contractors must ensure:
  - (a) Safe storage of all flammable, toxic, and hazardous materials.
  - (b) Regular inspection of smoke detectors, fire alarms, and fire extinguishers.
  - (c) Emergency lighting in each classroom.

### **ENV-13 Meal and Snack Schedule**

- (1) Contractors must offer meals and snacks according to the length of class sessions.
  - (a) For class sessions lasting more than five and up to nine hours, one meal and two snacks or two meals and one snack must be provided.
  - (b) For class session lasting more than nine hours, two snacks and two meals, or three snacks and one meal must be provided.

### **ENV-14 Daily Routine-Tooth brushing**

- (1) The usual daily routine must include tooth brushing following one meal or snack daily.

### **ENV-15 Menu Planning**

- (1) Contractors must:
  - (a) Participate in the U.S. Department of Agriculture (USDA), Child and Adult Care Food Program (CACFP) or National School Breakfast and Lunch Program (NSBLP). Early ECEAP funds may be used to cover meal and snack costs not covered by these programs.
  - (b) Include parent input in menu planning.
  - (c) Use and post menus approved by a registered or certified dietitian.
  - (d) Incorporate cultural dietary preferences in menus.
  - (e) Plan meal and snack menus that:
    - (i) Include whole grain breads, cereals and pastas at least once a day.
    - (ii) Include a variety of vegetables and whole fruit, rather than juice. When serving juice, ensure it is 100 percent juice without added sweeteners and only serve at meal times.

- (iii) Limit highly processed foods such as fried and breaded meats, fried potatoes, and other foods with saturated fats or high fat content.
- (iv) Limit salty foods such as chips and pretzels.
- (v) Limit carbohydrates high in sugar and fats such as muffins, cakes, pop tarts, and French toast sticks.
- (vi) Avoid sugar including but not limited to sweets such as candy, sodas, sweetened drinks, fruit nectars and flavored milk.

#### **ENV-16 Individual Meal Plans**

- (1) Contractors must plan for individual allergy and dietary restrictions.

#### **ENV-17 Food Service and Practices**

- (1) Ensure that staff who are ill do not work in or around food preparation or service areas.
- (2) The usual daily routine must include meals or snacks with children and adults sitting together, engaging in relaxed conversation, and practicing family-style meal skills, such as serving themselves and cooperating with others.
- (3) Promote breastfeeding, including providing facilities to properly store and handle breast milk and make accommodations, as necessary, for mothers who wish to breastfeed during program hours, and if necessary, provide referrals to lactation consultants or counselors.

#### **ENV-18 Food Sanitation-Handwashing**

- (1) Contractors must ensure staff wash hands before putting on food service gloves, before food preparation, after handling raw meat, after restroom use, and after touching any unclean item.

#### **ENV-19 Food Sanitation-Meal Preparation**

- (1) Contractors must:
  - (a) Comply with WAC 246-215 and WAC 246-217 at locations where food is prepared, stored, and served. Family child care homes are exempt.
  - (b) Prepare food in an area separate from toilet and child hand-washing facilities.
  - (c) Clean and sanitize surfaces used for food preparation and eating before and after each snack or meal.
  - (d) Use food service gloves or utensils to avoid bare hand contact with food.
  - (e) Ensure that children are carefully supervised when helping with food preparation.

#### **ENV-20 Infectious Disease Prevention-Handwashing**

- (1) Contractors must ensure that staff, volunteers, and children wash their hands with soap and warm water upon arrival at the classroom, after returning from outdoor play, before eating, after using the toilet, after touching body fluids, and after touching animals.

#### **ENV-21 Infectious Disease Prevention-Reporting**

- (1) Contractors must report communicable diseases according to local requirements.

#### **ENV-22 Infectious Disease Notification**

- (1) Contractors must maintain documentation that they notify parents that children have been exposed to infectious disease and parasites in accordance with WAC 110-300-0205.

**ENV-23 Immunizations**

- (1) Contractors must ensure that all children are immunized or exempt according to WAC Chapter 246-105. Children may attend on a conditional basis when homeless, exempt, or when following a schedule to complete immunizations.

**ENV-24 Medications**

- (1) Contractors must have a written policy for the safe administration, handling, and storage of medication. Contractors must:
  - (a) Store all child and staff medications so that they are inaccessible to children. Medications must be in a labeled and locked container, except for emergency medications that must be available for immediate administration.
  - (b) Designate trained staff to administer medications.
  - (c) Maintain records of all medication dispensed.
  - (d) Obtain written parent authorization to administer medication.
  - (e) Administer medications only as allowed by the label instructions or written health care provider instructions.

**ENV-25 Infectious Disease Prevention-Toilets and Sinks**

- (1) Contractors must have sufficient, clean, child-accessible toilets and hand-washing facilities.

**ENV-26 First Aid Kit**

- (1) Contractors must have a first aid kit in each classroom that is:
  - (a) Tailored for the ages and number of children.
  - (b) Labeled and readily available to staff and volunteers.
- (2) First aid kits must include:
  - (a) A current first aid manual.
  - (b) Sterile gauze pads.
  - (c) Small scissors.
  - (d) Band-Aids of various sizes.
  - (e) Roller bandages.
  - (f) A large triangular bandage (sling).
  - (g) Non-sterile protective gloves
  - (h) Adhesive tape.
  - (i) Tweezers.
  - (j) A one-way CPR barrier or mask.
- (3) Contractors must ensure that a first aid kit is readily accessible when children are outside and on field trips.

**ENV-27 Safe Facilities-Drinking Water**

- (1) Contractors must ensure drinking water is available for self-service, indoors and outdoors.

**ENV-28 Safe Facilities-Animals, Pests and Plants**

- (1) Contractors must monitor the health and safety of their indoor and outdoor facilities and maintain records of these inspections. Facilities must be free from harmful animals, insect pests, and poisonous plants.

## **ENV-29 Daily Routine- Early ECEAP**

- (1) Early ECEAP must: Provide rest time that is flexible and meets the individual developmental needs of the children per WAC 110-300-0265. This includes providing quiet learning activities for children who do not require a lengthy rest time.
- (a) Comply with child care licensing requirements pertaining to inspection of locations where food is prepared, stored and served in lieu of an inspection completed by the Health Department. (WAC 110-300-0195, WAC 110-300-0196, WAC 110-300-0197, WAC 110-300-0198.)

## **Interactions and Curriculum**

### **IC-1 Inclusive Environments Policy**

- (1) Early ECEAP contractors must have a written policy to support children with special needs in inclusive environments. This policy must include the contractor's philosophy, strategies, and a plan to individualize accommodations.

### **IC-2 Individual Care Plan**

- (1) Contractors must work with parents to develop an individual health plan if indicated, such as for a child with:
  - (a) Special health care needs.
  - (b) Medication.
  - (c) Asthma.
  - (d) Allergies.

### **IC-3 Early ECEAP- Curricula**

- (1) Early ECEAP and family child care programs must implement a developmentally appropriate research-based early childhood curricula including additional curricular enhancements, as appropriate that:
  - (i) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;
  - (ii) Are aligned with the ***Washington State Early Learning and Development Guidelines*** and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,
  - (iii) Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.
- (2) Contractors must provide written documentation to DCYF ECEAP about the chosen curriculum using a DCYF provided form for approval.

### **IC-4 Curriculum Planning**

- (1) Contractors must ensure that staff plan early learning experiences and maintain written or electronic curriculum plans which describe the activities for each class day. These plans must address:
  - (a) Each component of the daily routine.
  - (b) Social-emotional, physical, language, and cognitive development and early literacy and mathematics.
  - (c) The range of abilities of children in the classroom.
  - (d) Parent input on curriculum.
  - (e) Information gained from child observations and assessment.

(f) Washington State Early Learning and Development Guidelines.

#### **IC-5 Adult-Child Interactions**

- (1) Staff must support children's play and learning by:
  - (a) Actively seeking and incorporating child-generated ideas.
  - (b) Using a variety of teaching strategies to address children's learning styles, abilities, developmental levels, and temperament.
  - (c) Helping children enter into and sustain play.
  - (d) Providing materials to enrich children's explorations.
  - (e) Coaching children to express their ideas.
  - (f) Engaging in extended conversations with children to build on their ideas.
  - (g) Using varied vocabulary.
  - (h) Leading discussions and activities during daily routines, such as meals, tooth brushing, and transitions.
  - (i) Noticing and responding to teachable moments.
  - (j) Posing problems and open-ended questions to stimulate higher-order thinking.
  - (k) Describing and discussing children's learning processes, rather than focusing on products.

#### **IC-6 Curriculum – Developmentally Appropriate and Culturally Relevant**

- (1) Contractors must ensure a developmentally appropriate curriculum emphasizing:
  - (a) Active, play-based, multi-sensory learning experiences.
  - (b) First-hand exploration and investigation of real-life materials, people, and events.
  - (c) Choice, decision-making, and problem-solving.
  - (d) Topics and materials related to children's emergent interests.
  - (e) Opportunities for children to direct their own learning, minimizing teacher-directed activities.
- (2) Contractors must ensure a culturally relevant curriculum that:
  - (a) Reflects the cultures of enrolled children.
  - (b) Supports ongoing development of each child's home language, while helping each child learn English.
  - (c) Includes and demonstrates respect for diverse family structures and cultures.
  - (d) Focuses on the daily life of families in the community, rather than only on holidays, celebrations, or people far away.
- (3) Contractors must not plan religious activities in the curriculum. This does not preclude children or families from sharing their traditions.

#### **IC-7 Environment (Indoors and Outdoors)– Children's Interest**

- (1) The materials and equipment must address the children's current interests.

#### **IC-8 Curriculum – Nutrition and Physical Activity Planning**

- (1) The contractor must:
  - (a) Require staff to support children's active play by participating in children's active games when appropriate.
  - (b) Plan curriculum that includes nutrition education activities including teaching healthy foods and portion sizes.

### **IC-9 Positive Climate**

- (1) Contractors must ensure that staff build positive relationships with children. Staff must:
  - (a) Use a warm, calm, and respectful tone of voice, eye contact, and facial expression.
  - (b) Use positive language, saying what children can do instead of what they cannot do.
  - (c) Validate children's feelings.
  - (d) Respond to children's requests and questions.
  - (e) Show tolerance for mistakes and teach that mistakes are for learning.
  - (f) Give descriptive feedback, instead of generalized praise or criticism.
  - (g) Pay attention to children to learn about their individual interests, ideas, questions, and theories.
  - (h) Observe what children do, with whom, and where they play.
  - (i) Listen reflectively, staying on the child's topic, and paraphrasing their ideas.
  - (j) Demonstrate the belief that children are capable by letting them try out their ideas, take safe risks, and do things at their own pace, in their own way.

### **IC-10 Child Guidance Policy and Techniques**

- (1) Contractors must write a child guidance policy which includes:
  - (a) Positive guidance approach and techniques
  - (b) Supervision
  - (c) Restraint policies
- (2) Staff must use positive guidance techniques to help children learn to get along with each other, which include:
  - (a) Maintaining positive relationships with children.
  - (b) Adapting the environment, routine, and activities to the needs of enrolled children.
  - (c) Establishing consistent, reasonable expectations.
  - (d) Foreshadowing events and expectations by letting children know what will happen next.
  - (e) Modeling and teaching social skills, such as turn-taking, cooperation, waiting, treating others kindly, and conflict resolution.
  - (f) Modeling and teaching emotional skills, such as recognizing feelings, expressing them appropriately, accepting others' feelings, and controlling impulses to act out feelings.
  - (g) Involving children in defining simple, clear classroom limits.
- (3) Staff must use positive guidance techniques to support classroom limits and maintain safety, such as:
  - (a) Coaching appropriate behavior.
  - (b) Offering choices.
  - (c) Redirecting to an activity that matches the child's energy level.
  - (d) Teacher-supported cool down/time-out as a last resort.

### **IC-11 Child Guidance – Prohibited Practices**

- (1) Contractor's guidance policy must prohibit any person on the premises from using:
  - (a) Corporal punishment, including any means of inflicting physical pain or causing bodily harm to the child.
  - (b) Holding, grabbing, or moving the child in an aggressive manner to cause them to comply.
  - (c) Verbal abuse, such as yelling, shouting, name calling, shaming, making derogatory remarks about a child or the child's family, or using language that threatens, humiliates, or frightens a child.
  - (d) Using or withholding food or liquids as punishment or reward.

### **IC-12 Child Guidance – Physical Restraint**

- (1) If restraint is used, contractors must meet all of the following criteria:
  - (a) Staff have received training in limited restraint procedures.
  - (b) Staff restrain a child only as a last resort to prevent serious injury to persons, serious property damage, or to obtain possession of a dangerous object.
  - (c) Staff do not restrain a child longer than it takes to achieve the safety goal.
  - (d) Staff do not use restraint as punishment or to force a child to comply.
  - (e) Staff document all instances of restraint.
  - (f) Staff notify the parent of the restrained child following the intervention.
- (2) Contractor's guidance policy must prohibit any person on the premises from using the use of physical restraint method injurious to the child or any closed or locked time-out room.

### **IC-13 No Expulsion**

- (1) Contractors may not expel Early ECEAP children.
- (2) Transitions to an alternative setting, planned jointly by staff and parents, are not considered expulsion. Short-term suspension must not be used as punishment, though receiving temporary services at home may be part of a child's behavioral support plan.

### **IC-14 Square Footage Indoor**

- (1) Classrooms must have a minimum of 35 square feet per child of indoor space, not including bathroom, hall, kitchen, and storage space.

### **IC-15 Early ECEAP- Ratios and group size**

- (1) Staff-child ratios and group size maximums must be determined by the age of the majority of children and the needs of children present. A contractor must determine the age of the majority of children in a class at the start of the year and may adjust this determination during the program year, if necessary. Where state or local licensing requirements are more stringent than the teacher-child ratios and group size specifications in this section, a program must meet the stricter requirements. A contractor must maintain appropriate ratios during all hours of program operation, except:
  - (i) For brief absences of a teaching staff member when not required to be providing active supervision. This early learning staff member must remain in visual or auditory range, and be available and able to respond if needed; and,
  - (ii) During nap time, one teaching staff member may be replaced by one staff member or trained volunteer who does not meet the teaching qualifications required for the age.
- (2) An Early ECEAP class that serves children under 36 months old must have two teachers with no more than eight children, or three teachers with no more than nine children. Each teacher must be assigned consistent, primary responsibility for no more than four children to promote continuity of care for individual children. A contractor must minimize teacher changes throughout a child's enrollment, whenever possible, and consider mixed age group classes to support continuity of care.

### **Table Group size**

Under 3 years old	No more than 8 or 9 children enrolled in any class, depending on the number of teachers.
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### **IC-16 Daily Routine**

- (1) Contractors must post a schedule of the daily routine for each classroom. This daily routine must:
  - (a) Be predictable, yet flexible and responsive, to meet the interests and needs of the children.
  - (b) Offer ample time for unrushed activities and transitions.
  - (c) Minimize the number of transitions so that there is more productive time and less waiting.
  - (d) Allow periods of quiet and of activity, responding to children's needs.

## **Program Administration and Oversight**

### **PAO-1 New Facilities**

- (1) Contractors must obtain prior approval from the State ECEAP Office before opening a new classroom or relocating an existing classroom.

### **PAO-2 Waiver to ECEAP Standards**

- (1) Early ECEAP contractors may request waiver to Early ECEAP rules, Performance Standards, or policies if they are unable to meet the standard due to specific needs of the program or enrolled child. Contractors must have written approval from the State ECEAP Office before implementing the waiver.

### **PAO-3 Variance to ECEAP Standards**

- (1) Early ECEAP contractors may request a variance to Early ECEAP rules, Performance Standards, or policies if they plan to meet the regulation in an alternative way than described due to specific needs of the program or enrolled child. Contractors must have written approval from the State ECEAP Office before implementing the variance.

### **PAO-4 Confidentiality**

- (1) Contractors must write a policy to ensure the security and confidentiality of all child and family information. This includes:
  - (a) Obtaining written, informed parent consent before releasing verbal or written information, except as required by law.
  - (b) Providing parents access to child and family records.

### **PAO-5 Child Abuse and Neglect Policy**

- (1) Contractors must have written health and safety policies and procedures on child abuse and neglect prevention, detection, and reporting.

### **PAO-6 Parent Notifications**

- (1) Contractors must maintain documentation that they notify parents that staff are mandated reporters of suspected child abuse and neglect in accordance with RCW 26.44.

### **PAO-7 Parent Handbook and Related Policies**

- (1) Contractors must provide written materials to parents, such as a parent handbook or calendar, to inform parents of program opportunities and policies.

### **PAO-8 Attendance**

- (1) To encourage attendance, contractors must, at minimum:
  - (a) Inform families of the benefits of regular attendance.
  - (b) Support families to promote each child's regular attendance.
  - (c) Track the contractor's average daily attendance, analyzing causes and patterns of absenteeism, and developing a plan to improve attendance if that average falls below 85

- percent.
- (d) Partner with parents to address obstacles to attendance when a child has multiple unexplained absences or is at risk of missing ten percent of class days per year.
  - (e) Consider the slot vacant and offer it to a family on the waiting list if the child's attendance does not resume after these efforts.
  - (f) Retain records of children's daily attendance in Early ECEAP classes for at least three years after a child exits Early ECEAP.
- (2) Contractors must write and implement a policy when families are scheduled to be out of the area for an extended amount of time due to vacation or similar circumstance. This policy must:
- (a) Establish a maximum number of days the family can be out of the area before a contractor begins the process of enrolling the next child on the waiting list.
  - (b) Ensure staff and families discuss plans before the family leaves.
  - (c) Meet family needs as best as possible.
  - (d) Align with the requirement to fill vacant slots within 30 days.
  - (e) Making efforts to re-engage families if a child stops attending.
- (3) To support regular attendance of children experiencing homelessness, contractors' must address transportation needs. Strategies may include:
- (a) Collaborating with a school district.
  - (b) Coordinating car pools with other families.
  - (c) Providing bus passes for public transportation.
  - (d) Engaging with community partners.
  - (e) Offering a temporary alternative attendance plan.
- (4) Contractors must notify the State ECEAP office and receive written approval before implementing any alternative attendance plan.
- (5) Contractors may contact the state ECEAP office for technical assistance if they have exhausted attendance and transportation strategies for children experiencing homelessness.
- (6) Where Early ECEAP is provided by a school district, the transportation requirements of the ***McKinney-Vento Education of Homeless Children and Youth Assistance Act*** apply. (See PAO-23 Transportation for more information)

#### **PAO-9 Confidential Record Securing and Disposal**

- (1) Contractors must write a policy to ensure the security and confidentiality of all child and family information. This includes:
- (a) Disposing of written records in a secure manner.
  - (b) Securing electronic records.

#### **PAO-10 Health Records**

- (1) Contractors must maintain current and confidential health files on all enrolled children that include:
- (a) Medical and dental history.
  - (b) Immunization records.
  - (c) Allergy information.
  - (d) Food preferences and restrictions.
  - (e) Health screening results.

- (f) Dental screening results.
- (g) Medical examination records.
- (h) Accident reports.
- (i) Documentation of health-related family contacts.

(2) Contractors must maintain a tracking system to ensure these records are kept up-to-date.

#### **PAO-11 Parent Consent Forms**

- (1) Contractors must obtain signed parent consent for:
  - (a) Administration of medication.
  - (b) Emergency medical treatment.
  - (c) Health screenings or assessments.

(2) Signed forms must be kept confidential and accessible.

#### **PAO-12 Child Restraint Documentation**

- (1) Contractors must retain documentation of child restraint incidents for *five years*.

#### **PAO-13 Monitoring and Compliance**

- (1) Contractors must maintain documentation related to their continuous quality improvement systems including:
  - (a) Data gathered during monitoring.
  - (b) Follow-up on out-of-compliance issues.

#### **PAO-14 Program Monitoring Documents**

- (1) Contractors must maintain documentation of progress on compliance agreements for a minimum of *five years*.

#### **PAO-15 Pesticide Notifications**

- (1) Contractors must maintain for *seven years*, documentation that they notify parents, employees, and any other interested parties 48 hours in advance of the application of pesticides in accordance with RCW 17.21. Notification is not required if children will be out of the facility for two consecutive days after application.

#### **PAO-16 Health Screening**

- (1) Children who have not had a health screening within the last six months must be screened within 90 calendar days, counting children's first day attending class as day one, for:
  - (a) Vision and hearing.
  - (b) Height and weight.
  - (c) Special health needs.
- (2) Contractors must:
  - (a) Document the screening results.
  - (b) Inform parents when health issues or developmental concerns are suspected or identified in their child.
  - (c) Make appropriate referrals based on screening results.

#### **PAO-17 Eligibility, Recruitment, Selection, Enrollment, and Attendance Documents**

- (1) Contractors must retain attendance records for *five years*.
- (2) Contractors must maintain the following documentation for at least the current and previous

school year:

- (a) Parent signatures verifying eligibility information is accurate.
  - (b) Signed statement from staff who verified eligibility.
  - (c) Statement of income signed by the employer or parent, if no other documentation of income is available.
- (3) Contractors should consult their Early ECEAP contract and follow their agency's record retention schedule for longer retention requirements. The above list does not include electronic documentation in ELMS.

#### **PAO-18 Human Resources Documents**

- (1) Contractors must retain the following for each employee for *five years* after employment ends:
- (a) Copy of first aid, CPR, and food worker cards, if required.
  - (b) Documentation of qualifications not verified by MERIT, such as copies of diplomas, transcripts, licenses, and certifications.
  - (c) Orientation and training record.
  - (d) Professional Development Plan, and observation and mentoring notes, for provisional hires.
  - (e) Reference checks.
  - (f) Tuberculosis (TB) test records.
- (2) Contractors must retain the following for *five years* after their completion:
- (a) Documentation of labor pool shortage or other staff recruitment difficulty.
  - (b) Staff recruitment materials, advertising open positions to the public.
  - (c) Volunteer records including background clearances, TB test records, orientation and training, and hours of volunteer service.
- (3) Contractors must maintain *current*:
- (a) Background clearances.
  - (b) Job descriptions.
  - (c) Professional development plans for staff who do not fully meet required qualifications.
  - (d) Staff and volunteer training plan.
  - (e) Staff recruitment and selection policies and procedures.
  - (f) Volunteer policies.

#### **PAO-19 Health and Safety Documents**

- (1) Contractors must retain the following for *five years* after their completion:
- (a) Emergency drill records.
  - (b) Inspection records for smoke detectors, fire alarms, fire extinguishers.
- (2) Contractors must maintain *current*:
- (a) Child abuse and neglect prevention, detection, and reporting policy and procedure.
  - (b) Child allergy procedure.
  - (c) Disaster plan.
  - (d) Exclusion of sick children policy.
  - (e) Health and safety inspections for the school year.
  - (f) Infectious disease prevention procedures.
  - (g) Medication management procedures.
  - (h) Pesticide/herbicide management policy.
  - (i) Plans for handling medical, dental, and poisoning emergencies.

- (j) Transportation policy.

#### **PAO-20 Early Childhood Education Documents**

- (1) Contractors must maintain the following for the *current school year*:
  - (a) Challenging behaviors and no expulsion policy.
  - (b) Child guidance policy.
  - (c) Curriculum plans, including individualization.
  - (d) Early childhood education framework.
  - (e) Transition plan.

#### **PAO-21 Child Records**

- (1) Contractors must retain the following records for each child while they are in Early ECEAP and for *five years after the child leaves Early ECEAP*:
  - (a) Consent forms.
  - (b) Health records and tracking.
  - (c) Individualized curriculum and guidance plans.
  - (d) Individualized Family Services Plan (IFSP), when applicable.
  - (e) Notes from parent-teacher conferences including child goals.
  - (f) Notes from Local Education Agency (LEA) or Multidisciplinary Team (MDT) meetings, when applicable.
  - (g) Plans, referrals, and follow-up notes.
  - (h) Screening and assessment results.

#### **PAO-22 Disaster Plan, Policies and Procedures**

- (1) Contractors must have written health and safety policies and procedures on disaster plan for emergencies such as fire, earthquake, flood, tsunami, volcanic eruption, or lock-down, as applicable based on location, including practice drills.

#### **PAO-23 Transportation**

- (1) Transportation is an optional Early ECEAP service.
- (2) Contractors must write a health and safety policy and procedure for transportation, if applicable.
- (3) When Early ECEAP children are served by school district bus service, transportation is regulated by OSPI minimum standards.
- (4) If contractors transport children in non-school district vehicles, they must:
  - (a) Maintain a written transportation policy to ensure the safety of children.
  - (b) File current copies of all drivers' licenses.
  - (c) File current copies of vehicle insurance meeting Department of Licensing insurance requirements.
  - (d) Ensure that signed medical releases and emergency contact forms for each child are readily accessible.
  - (e) Use buses that meet OSPI minimum standards for school buses or other vehicles maintained in good repair and safe operating condition.
  - (f) Follow the Washington Child Restraint Law. (RCW 46.61.687 and 46.61.688)
  - (g) Document daily visual vehicle safety checks.
  - (h) Document a regular schedule of vehicle safety inspections.
- (5) When school districts are transporting homeless children using a method other than district-

provided transportation, the following applies:

- (a) When using a taxi service:
    - (i) The child must be accompanied by a parent or authorized adult in addition to the driver
    - (ii) Drivers must have a cleared Portable Background Check
    - (iii) A contract must be in place that ensures:
      - (A) The taxi is up to date on all maintenance
      - (B) All safety measures are in place and utilized, including the use of and appropriate installment of child safety seats and seat belts.
  - (b) Early ECEAP contractors may not use rideshare services such as Uber and Lyft to provide transportation for children.
- (6) Contractors must ensure that:
- (a) Signed parent consent forms for transportation for each child are obtained prior to providing transportation.
  - (b) Signed medical releases and emergency contact forms for each child are readily accessible in case of injury during transportation.
  - (c) One-way transportation time for children is no more than one hour, except in rural or remote areas where transportation time must be kept to a minimum.

#### **PAO-24 Transportation Records**

- (1) Contractors must retain transportation records including copies of driver's licenses, vehicle insurance, vehicle daily safety checks, and vehicle inspection reports for *five years* after their completion.

#### **PAO-25 No Expulsion Policy**

- (1) Contractors must write and implement a policy to address the needs of children with challenging behaviors and prohibit expulsion. The policy includes strategies appropriate to the community served and timeframes for implementation. These four topics must be addressed:
  - (a) Supporting classroom teachers.
  - (b) Planning to meet the individual needs of the child.
  - (c) Engaging community resources.
  - (d) Choosing an alternative schedule or setting.
- (2) If contractors have implemented their usual strategies and the classroom is still unsafe or excessively disrupted, they are encouraged to contact the State ECEAP Office for technical assistance.

#### **PAO-26 Health and Safety Policies and Procedures**

- (1) Contractors must have written health and safety policies and procedures on:
  - (a) Child allergies.
  - (b) Exclusion of sick children.
  - (c) Handling the following emergencies:
    - (i) medical
    - (ii) dental
    - (iii) poisoning.
  - (d) Infectious disease prevention.
  - (e) Medication management.
  - (f) Monitoring of health and safety practices.
  - (g) Pesticide/herbicide management in accordance with RCW 17.21, preventing children's

exposure, and using the least hazardous means to control pests and unwanted vegetation.

### **PAO-27 Required Postings**

- (1) Daily classroom routine.
- (2) Emergency telephone numbers posted near a telephone.
- (3) Emergency medical and disaster procedures for medical, dental, and poison treatment.
- (4) Food worker cards for food preparation staff.
- (5) Menus.
- (6) Child allergies and special dietary restrictions.

### **PAO-28 Service Delivery Plan**

- (1) Contractors must develop a written Service Delivery Plan, in collaboration with Early ECEAP parents, staff, and community partners. The plan must include:
  - (a) Early childhood education.
  - (b) Family support, using the Mobility Mentoring® approach.
  - (c) Family engagement.
  - (d) Health and nutrition.
- (2) Contractors must ensure that all Early ECEAP services:
  - (a) Respond to community needs.
  - (b) Integrate program components, such as education, family support, and health.
  - (c) Are developmentally appropriate for children.
  - (d) Build relationships with families based on mutual respect and equality.
  - (e) Are culturally and linguistically appropriate for families.
  - (f) Focus on family strengths.
  - (g) Support family self-sufficiency.
  - (h) Support family engagement, empowerment, and leadership.

### **PAO-29 Community partnerships and coordination with other early childhood and education programs**

#### **Community partnerships**

- (1) A contractor must establish ongoing collaborative relationships and partnerships with community organizations such as establishing joint agreements, procedures, or contracts and arranging for onsite delivery of services as appropriate, to facilitate access to community services that are responsive to children's and families' needs and family partnership goals, and community needs and resources, as determined by the community assessment.
- (2) A contractor must establish necessary collaborative relationships and partnerships, with community organizations that may include:
  - (i) Health care providers, including child and adult mental health professionals, Medicaid managed care networks, dentists, other health professionals, nutritional service providers, providers of prenatal and postnatal support, and substance abuse treatment providers;

- (ii) Individuals and agencies that provide services to children with disabilities and their families, elementary schools, state preschool providers, and providers of child care services;
- (iii) Family preservation and support services and child protective services and any other agency to which child abuse must be reported under state or tribal law;
- (iv) Educational and cultural institutions, such as libraries and museums, for both children and families;
- (v) Temporary Assistance for Needy Families, nutrition assistance agencies, workforce development and training programs, adult or family literacy, adult education, and post-secondary education institutions, and agencies or financial institutions that provide asset-building education, products and services to enhance family financial stability and savings;
- (vi) Housing assistance agencies and providers of support for children and families experiencing homelessness, including the local educational agency liaison designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 *et seq.*)<sup>11</sup>;
- (vii) Domestic violence prevention and support providers; and,
- (viii) Other organizations or businesses that may provide support and resources to families.

### **Coordination with other programs and systems**

- (3) A contractor must take an active role in promoting coordinated systems of comprehensive early childhood services to children furthest from opportunity and families in their community through communication, cooperation, and the sharing of information among agencies and their community partners, while protecting the privacy of child records in accordance with federal, state, local, and tribal laws.
  - (a) Service Area Agreement. To support coordination between Early ECEAP and Early Head Start programs, a contractor must enter into a service area agreement with the appropriate local grantee responsible for any Early Head Start services provided in the same service area of the contractor.
  - (b) Quality Rating and Improvement Systems. Early ECEAP sites are required to participate in Early Achievers.

### **PAO-30 Health Advisory Committee**

- (1) Contractors must establish a Health Advisory Committee (HAC) composed of staff; Early ECEAP parents; and professionals in medical, dental, nutrition, public health, and mental health fields; to:
  - (a) Offer input on policy and planning related to health, nutrition, and mental health.
  - (b) Address issues and concerns about health service delivery.
  - (c) Provide opportunities for parent empowerment and leadership skill development.
- (2) The HAC must meet a minimum of once per year and more often as community health or Early ECEAP needs arise. Contractors must maintain a roster of participants and minutes of HAC meetings.
- (3) Contractors may form combined Early ECEAP and Early Head Start HACs. Neighboring contractors may form joint HACs.



### **PAO-31 Parent Policy Council**

- (1) Contractors must establish a Parent Policy Council, composed primarily of parents, and separate from an agency board of directors. Council members may serve no more than five years. Early ECEAP staff provide support and consultation at Council meetings.
- (2) The purpose of the Parent Policy Council is to develop parent empowerment and leadership and serve as a communication link between the contractor and Early ECEAP families. The Council works with the contractor to make decisions about Early ECEAP administration, including, but not limited to:
  - (a) Service delivery plan.
  - (b) Community assessment.
  - (c) Self-assessment of Early ECEAP Compliance.
  - (d) Program monitoring.
  - (e) Complaint resolution.
  - (f) Budget.
  - (g) Program policies.
  - (h) Recruitment of families.
  - (i) Expansion and entitlement planning.
- (3) Contractors must orient Parent Policy Council members to the Early ECEAP Contract, Early ECEAP Performance Standards, and program policies. Contractors must maintain minutes of Parent Policy Council meetings.
- (4) Contractors may form combined Early ECEAP, Early Head Start, ECEAP, and Head Start Parent Policy Councils providing there is Early ECEAP parent representation.

### **PAO-32 Community Assessment**

- (1) Contractors must conduct a community assessment at least every five years. The assessment may be aligned with the Early Head Start community assessment. The contractor must annually review and update the assessment to reflect significant changes in community demographics and resources. The assessment process must involve families, staff and community partners.
- (2) The assessment must document:
  - (a) Where eligible children live, within the contractor's service area.
  - (b) Race, ethnicity, and home languages of eligible children.
  - (c) Numbers of age-eligible children or families who are:
    - (i) Developmentally delayed or disabled.
    - (ii) In the child welfare system, including foster care.
    - (iii) In families that are homeless.
    - (iv) In families with low income.
    - (v) In families where parents work as seasonal or migrant farmworkers.
    - (vi) In families in the military.
- (3) Contractors must analyze this assessment data with their community partners to determine the community capacity for Early ECEAP-eligible children and families to access services such as:
  - (a) Education.
  - (b) Medical, mental and oral health.
  - (c) Nutrition.
  - (d) Social services.

- (4) Contractors must use the community assessment to develop their:
  - (a) Plan for delivering services that meet the needs of their community.
  - (b) Philosophy and goals.
  - (c) Recruitment strategies.
  - (d) Culturally and linguistically responsive Early ECEAP services.
  - (e) Site locations.
- (5) Contractors must maintain documentation of community assessment activities.

#### **PAO-33 Self-Assessment of Early ECEAP Compliance**

- (1) Contractors must include Early ECEAP staff and parents in an annual assessment of compliance with Early ECEAP Performance Standards, using the Early ECEAP Self-Assessment form. Contractors must submit this self-assessment to the State ECEAP Office by *June 15* of each year.

#### **PAO-34 Community and Parent Complaints**

- (1) Contractors must develop a written procedure for handling parent and community complaints. The procedure must address:
  - (a) How to register a complaint.
  - (b) Steps and timeline for investigating a complaint.
  - (c) Documentation of complaints, including resolution of substantiated complaints.
- (2) If resolution of a complaint cannot be reached, the contractor must contact the State ECEAP Office.

#### **PAO-35 Free of Charge**

- (1) Contractors must provide Early ECEAP services free-of-charge to enrolled families. If the contractor is receiving Working Connections Child Care Subsidy for the child, they may charge the allowable family copayment. They may also charge a late fee if the family is late in picking up their child beyond the 10-hour day. A contractor must use program funds for the provision of diapers and formula for enrolled children during the program day.
- (2) Contractors may accept voluntary donations.
- (3) Contractors must ensure that all parents have opportunities to fully participate in Early ECEAP activities.
- (4) No parent will be requested or required to contribute money, food, or supplies with a monetary value.
- (5) Contractors are encouraged to invite parents to volunteer time, but may not require it.

#### **PAO-36 Subcontractors**

- (1) Contractors may subcontract Early ECEAP services after notifying DCYF. All subcontracts or interagency agreements must be in writing and meet the requirements of the Early ECEAP contract.
- (2) Contractors must orient and train subcontractors on current Early ECEAP Performance Standards. Contractors are responsible for monitoring subcontractors for compliance with all Performance Standards.

## **Overview of Early ECEAP Recruitment, Eligibility and Enrollment**

*The goal of Early ECEAP recruitment, eligibility, and enrollment standards is to ensure that the children most in need of Early ECEAP are enrolled, within the state's allotted funding. The Early Learning Management System (ELMS) is designed to guide contractors through this process.*

*Steps to enrolling a family include recruitment, application, verification of eligibility, prioritization and then enrollment. Not all eligible children will receive Early ECEAP services. Enrollment depends on the number of available slots for the children on the eligible, prioritized waiting list.*

*To ensure fair access to Early ECEAP, Contractors:*

- *Develop and implement a recruitment process designed to actively inform all families with Early ECEAP eligible children within the contractor's service area of the availability of Early ECEAP services.*
- *Consider linguistic diversity and community needs when developing recruitment strategies.*
- *Work with neighboring Early ECEAP and Early Head Start programs to ensure enrollment of as many eligible, high priority children as possible. This includes joint outreach efforts and referrals.*
- *Encourage and assist families to apply for admission to the program.*
- *Verify eligibility of each applicant.*
- *Prioritize eligible children for enrollment in available slots.*
- *Maintain prioritized waiting lists so it is possible to quickly refill vacant slots and demonstrate statewide need for Early ECEAP.*
- *Ensure that Early ECEAP funds are only used for services for Early ECEAP-eligible children*

*DCYF requires contractor staff to record in ELMS which documents they viewed to determine child eligibility and prioritization. Contractors are not required to retain copies of these documents.*

### **PAO-37 Child Recruitment**

- (1) Contractors must conduct ongoing recruitment throughout the year to:
  - (a) Identify potentially-eligible families in their service area.
  - (b) Inform families about Early ECEAP services.
  - (c) Encourage families to apply for Early ECEAP.
  - (d) Maintain a viable waiting list.
- (2) Contractors must focus their recruitment efforts to locate age-eligible children:
  - (a) In the child welfare system including foster care, kinship care, Child Protective Services, Family Assessment Response services, or Indian Child Welfare services.
  - (b) With developmental delays or disabilities.
  - (c) Who are homeless as defined by the federal McKinney-Vento Education of Homeless Children and Youth Assistance Act as lacking a fixed, regular, and adequate nighttime residence due to loss of housing, economic hardship, or a similar reason.
    - i. A fixed residence is one that is stationary, permanent and not subject to change.
    - ii. A regular residence is one that is used on a regular (i.e. nightly) basis.
    - iii. An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.

- (3) Contractors must document their recruitment procedure and strategies in ELMS.

### **PAO-38 Eligibility for Early ECEAP Services**

- (1) For Early ECEAP, except when transitioning to ECEAP or Head Start, a child must be an infant or toddler younger than 3 years old.
- (2) Up to 130% of the Federal Poverty Level with flexibility to serve up to 200% of the federal poverty level if the child meets at least one of the risk factor criterion. **(See PAO-48)**
- (3) Children who are eligible for Early ECEAP are not automatically enrolled in Early ECEAP. They must still be prioritized. **(See PAO-47 & PAO-48)**
- (4) Eligible, enrolled children maintain their eligibility for Early ECEAP, without reverification of income or risk factors. All previously enrolled children returning for a new program year may be reprioritized against new children when enrollment slots are limited.
- (5) Children served by early intervention services may be simultaneously enrolled in Early ECEAP.
- (6) Children served by Early Head Start may not be simultaneously enrolled in Early ECEAP.

### **PAO-39 Populations Prioritized for Early ECEAP Services**

- (1) Qualified by an early intervention provider for early intervention services as defined in RCW. All children with an Individualized Family Services Plan (IFSP) meet this requirement.
- (2) The child is homeless, as defined by the McKinney-Vento Act.
- (3) The child is in foster care, kinship care, or involved with child welfare.
- (4) Eligible, enrolled children are allowed to remain in Early ECEAP until they transition to ECEAP or Head Start, without re-verification of income or risk factors.

### **PAO-40 Verifying Eligibility**

- (1) Contractors must verify Early ECEAP eligibility before initial enrollment, including parent or guardian's legal authority to enroll, child's age, family size and family income.
  - (a) Exception: Contractors have up to *90 calendar* days to verify eligibility under certain circumstances when documentation is not immediately available such as homelessness, natural disasters, fire, or domestic violence. Children may begin class if presumed eligible and high priority. If the ELMS application is locked, contractors must contact ELMS Support to update the application within 90 calendar days, counting the child's first day attending class as day one.
- (2) In ELMS, contractors must identify the documents used to verify eligibility. For each enrolled child, contractors must retain a statement signed by a staff person certifying that they viewed and verified documentation establishing the child's eligibility for Early ECEAP and, to the best of their knowledge, the information entered in ELMS is true and correct. This statement is available on the printed child application in ELMS.

- (3) In the absence of other documents to verify family size, contractors may accept a parent's signed statement.
- (4) Contractor staff may not verify Early ECEAP eligibility for their own relatives.
- (5) Child applications remain valid for eligibility purposes for the program year for which the family applied.

#### **PAO-41 Authority to Enroll Child**

- (1) A person has the authority to enroll a child into Early ECEAP if they are:
  - (a) The child's biological, adoptive, step, or foster parent.
  - (b) Awarded custody by a court via a Non-Parental Custody Decree.
  - (c) Granted temporary custody via a written temporary parental consent agreement, which:
    - (i) Must be signed by both parents or explain why one parent is not available.
    - (ii) Must be agreed by the parent and the person assigned temporary custody.
    - (iii) Need not be approved by a court or notarized.
  - (d) Acting in loco parentis (in the place of a parent) by intentionally assuming the duties of a parent and responsible for exercising the day-to-day care and control of the child.

#### **PAO-42 Calculating Family Size**

- (1) To establish family size for the purpose of determining federal poverty level, contractors must count all people who meet all of the following criteria:
  - (a) Living in the same household with the Early ECEAP child.
    - (i) Exception: Do not include hosts of families temporarily sharing housing with relatives or others.
  - (b) Related to the parent(s) or legal guardian(s) by blood, marriage, or adoption.
    - (i) Include the Early ECEAP child and the child's parent(s) in this count.
  - (c) Supported by the income of the parent(s) or legal guardian(s) of the Early ECEAP child.
    - (i) Do not include household members age 19 or older who have earned or unearned income that covers half or more of their support.
- (2) Exception: For children in foster care, in kinship care, or adopted from foster or kinship care, count only the Early ECEAP child.

#### **PAO-43 Whose Income to Count**

- (1) When determining a child's income eligibility, contractors must count the income received by the Early ECEAP child's parent(s) or guardian(s).
- (2) Exceptions:
  - (a) For a child in foster care, count only the amount of the foster care grant applicable to the Early ECEAP child. If there is no grant, count the income as zero.
  - (b) For an Early ECEAP child in kinship/relative care, count only the amount of the DSHS Non-Needy Relative, in loco parentis, legal guardian grant, Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) payment, or tribal payment applicable to the Early ECEAP child. If there is no grant, count the income as zero.
  - (c) For children adopted after foster or kinship care, count only the amount of an adoption

- support grant. If there is no grant, count the income as zero.
- (d) For a family sharing housing with relatives or others, count only the income of the child's parents or guardians. Do not count the income of hosts.

#### **PAO-44 Which Income to Count**

- (1) For each family, contractors may calculate income from either the previous calendar year or the previous 12 months, whichever more accurately reflects the needs of the family.
- (2) For the purpose of determining Early ECEAP eligibility, count all income of the Early ECEAP child's parents or guardians including:
- (a) Gross wages or salaries, before taxes and deductions.
  - (b) Net income from self-employment.
  - (c) Income received in a regular or periodic manner such as:
    - (i) Alimony.
    - (ii) Annuity payments.
    - (iii) Child support, only if required by a legally-binding child support order.
    - (iv) Emergency assistance cash payments.
    - (v) Foster care grant.
    - (vi) Insurance payments that are regular (not one-time).
    - (vii) Retirement or pension payments.
    - (viii) Scholarships, grants, or fellowships for living expenses.
    - (ix) Social Security.
    - (x) Strike benefits.
    - (xi) Supplemental Security Income.
    - (xii) Temporary Assistance for Needy Families (TANF) grants.
    - (xiii) Training stipends.
    - (xiv) Tribal income, if taxable.
    - (xv) Unemployment or Workers' Compensation.
    - (xvi) Veteran's benefits.
    - (xvii) Other regular support from an absent family member or someone not living in the household.
  - (d) Interest and dividends from assets.
  - (e) For uniformed services members, all entitlements (pay and allowances) reported on Leave and Earnings Statements, except Basic Allowance for Housing (BAH), Basic Allowance for Subsistence (BAS), Family Separation Housing (FSH), and Hostile Fire Pay/Imminent Danger Pay (HRP/IDP).
  - (f) Gambling or lottery winnings.
- (3) Subtract from income documented child support payments to another household, only if required by a legally-binding child support order.
- (4) Do not count as income:
- (a) Assets drawn down, such as cash from the sale of an asset or bank withdrawals.
  - (b) Capital gains.
  - (c) Disability payments made to disabled children of Vietnam veterans as prescribed by the Secretary of Veterans Affairs.
  - (d) Food or housing received in lieu of wages.

- (e) Non-cash benefits such as food stamps, housing assistance, Medicaid, Medicare, school lunches, or employer-paid fringe benefits.
- (f) One-time gifts, loans, inheritances or insurance settlements.
- (g) Scholarships or educational grants for tuition.
- (h) Tax refunds.

#### **PAO-45 When a Child Lives in Two Households**

- (1) When a child lives in two households, contractors must first determine if there is a primary household. If so, use that household only for determining family size and income. A household is primary if, for example, either the parenting plan awards one household primary custody or one household receives child support from the other household, in which case the receiving household is primary.
- (2) When neither household is primary and neither household receives child support from the other household, both of the following apply:
  - (a) Count the family size for both households and divide by two. If the resulting number is a fraction, round up to the nearest whole number.
  - (b) Count half of each of the incomes for the two parents who share legal custody. Do not count the income of their current spouses or partners, if any.

#### **PAO-46 Verifying Annual Income**

- (1) Contractors must verify family income before determining whether a child is eligible to participate in Early ECEAP. Verification of annual income is required for most Early ECEAP applicants, except:
  - (a) Contractors verify the grant amount for children in foster care and those in kinship/relative care covered by a DSHS Non-Needy Relative, in loco parentis, or legal guardian grant.
  - (b) Contractors do not re-verify income for families of children who were previously enrolled and attended Early ECEAP.
- (2) To verify income, contractors must view documentation such as:
  - (a) Income tax forms, W-2 forms, or 12 months of pay stubs or pay envelopes.
  - (b) Leave and Earnings Statements for uniformed services members.
  - (c) Documentation of public assistance or other benefits.
  - (d) Child support orders.
  - (e) A statement of income signed by the employer or parent, if no other documentation of income is available.
- (3) Eligible, enrolled children are allowed to remain in Early ECEAP until they are age-eligible for ECEAP, Head Start, without re-verification.
- (4) Under specific circumstances, contractors may choose to use the previous month's or current month's income to determine eligibility, rather than the annual income.
  - (a) Annual income must first be verified and entered in ELMS.
  - (b) This choice applies when a family's current income is significantly decreased from their annual income due to death, divorce, unplanned job loss, or similar unexpected circumstance.

- (c) The reason for this exception must be documented in ELMS.

#### **PAO-47 Prioritization**

- (1) Once contractors have established a pool of eligible children, contractors must prioritize children for available Early ECEAP slots starting first with eligible children, then children allowed for enrollment. To do this, contractors must use the priority point system available on the Early ECEAP webpage and built into ELMS. This point system is based on:
  - (a) State law regarding priority for children in eligible and allowable categories.
  - (b) DCYF research on the impact of risk factors on school readiness and success.

#### **PAO-48 Additional Early ECEAP Risk Factors**

- (1) Children enrolled in Early ECEAP must be prioritized for available funded slots according to a prioritization system adopted in rule by the department that considers risk factors that have a disproportionate effect on kindergarten readiness and school performance, including:
  - (a) Family income as a percent of the federal poverty level;
  - (b) Homelessness;
  - (c) Child welfare system involvement;
  - (d) Developmental delay or disability that does not meet the eligibility criteria for special education described in RCW2428A.155.020;
  - (e) Domestic violence;
  - (f) English as a second language;
  - (g) Expulsion from an early learning setting;
  - (h) A parent who is incarcerated;
  - (i) A parent with a substance use disorder or mental health treatment need; and
  - (j) Other risk factors determined by the department to be linked by research to school performance.
  - (k) If one parent does not have a GED or high school diploma (high school completion)
  - (l) Premature Birth
  - (m) Low Birth-Weight
  - (n) Teen parent (under 21 years of age)

#### **PAO-49 Waiting Lists**

- (1) Contractors must maintain prioritized waiting lists in ELMS.
- (2) For the purposes of statewide statistics, staff must complete the ELMS prescreen for all children on the waiting list.
- (3) Early ECEAP waiting lists may include children who are also on a Early Head Start waiting list, for children who might enroll in either program.
- (4) Contractors must remove a child from waiting lists in ELMS when they learn the child no longer needs services or has enrolled in Early Head Start, except ELMS will remove children when they are no longer age-eligible.

#### **PAO-50 Availability for Enrollment**

- (1) Contractors must only enroll children who are available to attend during scheduled class hours, with the exception of temporary absences due to illness or other reasons communicated by the family.



- (a) For Early ECEAP classes, children must be available to attend six or more hours per day and at least four days per week.

#### **PAO-51 Serving Non-Early ECEAP Children in the Same Classroom**

- (1) Contractors may serve children who are not eligible for Early ECEAP in the same classroom with Early ECEAP children, providing:
  - (a) The total proportional share of costs for non-Early ECEAP children is covered by funds, or In-kind contributions, from sources other than Early ECEAP dollars.
  - (b) Early ECEAP Performance Standards are met for all Early ECEAP children.
  - (c) The contractor reports the number of non- Early ECEAP children accurately in ELMS and updates this in monthly reports.

#### **PAO-52 Health and Safety Planning**

- (1) Contractors must develop a plan, in partnership with their Health Advisory Committee, to implement and monitor health services including:
  - (a) All requirements related to Health, Safety, and Nutrition.
  - (b) Confidentiality protocols.
  - (c) Classroom health curriculum.
  - (d) Parent education.

#### **PAO-53 Infectious Disease Prevention Policy and Procedure**

- (1) Contractors must:
  - (a) Establish infectious disease prevention policies and procedures in accordance with local health department guidelines or OSPI “Infectious Disease Control Guide for School Staff.”
  - (b) Follow universal precautions for prevention of transmission of blood borne pathogens.

#### **PAO-54 Early Childhood Education Service Delivery**

- (1) Contractors must use an early learning framework to plan developmentally-appropriate early childhood education. This framework informs the environment, daily routine, curriculum, adult-child interactions, guidance, screening and referral, assessment and individualization, and parent-teacher conferences.
- (2) Early ECEAP is intended to serve eligible working or student families’ year round. Program hours must be offered to meet the needs of the eligible working or student families in the community. The minimum number of hours to be offered for Early ECEAP services annually is 2,370. It is expected that sites will provide classes a minimum of 10 hours per day, five days per week to meet the needs of working parents. Waivers to this based on the community assessment and needs of parents in the community served will be considered by DCYF ECEAP. Closures are allowed up to 23 days per year for holidays, breaks, and staff development with advance notice to families.
- (3) Daily transportation to and from the classroom does not count as part of class hours.

#### **PAO-55 Documentation Requirements**

- (1) Contractors must maintain records documenting compliance with Early ECEAP Performance Standards. The following documents are subject to review by the State ECEAP Office and the State Auditor’s Office. When Early ECEAP Program Monitoring occurs in September

through December, contractors must provide documentation from the previous program year. Records may be kept in the contractor's main office or at service sites, as appropriate for each type of documentation.

- (2) Contractors must retain records for the minimum times listed in the aligned standards for state review processes. Contractors are encouraged to seek legal counsel regarding longer retention of records related to potential legal or liability issues.

#### **PAO-56 Administrative Documents**

- (1) Contractors must retain the following for six years after expiration (see Early ECEAP Contract):
  - (a) Audit report.
  - (b) Fiscal records.
  - (c) Proof of insurance.
  - (d) Property records (inventory).
  - (e) Subcontracts.
- (2) Contractors must retain documentation of complaints and resolutions for three years' after their completion. (**See PAO-34**)
- (3) Contractors must retain the following for two years after their completion:
  - (a) Health Advisory Committee minutes.
  - (b) Parent Policy Council minutes.
- (4) Contractors must maintain current:
  - (a) Community assessment.
  - (b) Confidentiality policy and procedures.
  - (c) Conflict of interest policy.
  - (d) Compliance agreements, if any.
  - (e) Early ECEAP Performance Standards, at each service site.
  - (f) Waiver and Variance to Standards approved by the State ECEAP Office.
  - (g) Fiscal management policies.
  - (h) Parent and community complaint resolution procedures.
  - (i) Personnel policies (attendance, conduct, pay, benefits, professional development, and performance evaluation).
  - (j) Program Self-Assessment.
  - (k) Service delivery plan.
  - (l) Travel policies, unless state travel regulations are followed (see Early ECEAP Contract).

#### **PAO-57 Family Partnership Documents**

- (1) Contractors must retain parent education topics and attendance for two years after their completion.
- (2) Contractors must maintain current parent handbook or written communications, with translations as appropriate.

### **PAO-58 Family Records**

- (1) Contractors must retain the following family records in ELMS for children enrolled in the current year:
  - (a) Assessment of family strengths and needs.
  - (b) Family goals.
  - (c) Progress notes and follow-up.
  - (d) Referrals to community resources.

### **PAO-59 Management system Implementation**

- (1) A contractor must implement a management system that:
  - (a) Ensures a program, fiscal, and human resource management structure that provides effective management and oversight of all program areas and fiduciary responsibilities to enable delivery of high-quality services in all of the program services.
  - (b) Provides regular and ongoing supervision to support individual staff professional development and continuous program quality improvement;
  - (c) Ensures budget and staffing patterns that promote continuity of care for all children enrolled, allow sufficient time for staff to participate in appropriate training and professional development, and allow for provision of the full range of services.
  - (d) Maintains an accounting and record keeping system adequate for effective oversight.

### **Coordinated approaches**

- (2) At the beginning of each program year, and on an ongoing basis throughout the year, a contractor must design and implement program-wide coordinated approaches that ensure:
  - (a) The training and professional development system effectively supports the delivery and continuous improvement of high-quality services;
  - (b) The full and effective participation of children who are dual language learners and their families, by
    - (i) Utilizing information from the contractor's community assessment about the languages spoken throughout the program service area to anticipate child and family needs;
    - (ii) Identifying community resources and establishing ongoing collaborative relationships and partnerships with community organizations consistent with the requirements and,
    - (iii) Systematically and comprehensively addressing child and family needs by facilitating meaningful access to program services, including, at a minimum, curriculum, instruction, staffing, supervision, and family partnerships with bilingual staff, oral language assistance and interpretation, or translation of essential program materials, as appropriate.
  - (c) The full and effective participation of all children with disabilities, including but not limited to children eligible for services under IDEA, by providing services with appropriate facilities, program materials, curriculum, instruction, staffing, supervision, and partnerships, at a minimum, consistent with section 504 of the Rehabilitation Act and the Americans with Disabilities Act18; and,
  - (d) The management of program data to effectively support the availability, usability, integrity, and security of data. A contractor must establish procedures on data management, and have them approved by the governing body and policy council, in areas such as quality of data and effective use and sharing of data, while protecting the privacy of child records and applicable federal, state, local, and tribal laws.

## **PAO-60 Achieving program goals**

### **Establishing program goals**

- (1) A contractor, in collaboration with policy council, must establish goals and measurable objectives that include:
  - (a) Strategic long-term goals for ensuring programs are and remain responsive to community needs as identified in their community assessment as described in subpart A of this part;
  - (b) Goals for the provision of educational, health, nutritional, and family and community engagement program services as described in the program performance standards to further promote the school readiness of enrolled children;
  - (c) School readiness goals that are aligned with the *Washington State Early Learning and Development Guidelines*, and,
  - (d) Effective health and safety practices to ensure children are safe at all times.

## **PAO-61 Using data for continuous improvement**

- (1) A contractor must implement a process for using data to identify program strengths and needs, develop and implement plans that address program needs, and continually evaluate compliance with program performance standards and progress towards achieving program goals.
- (2) This process must:
  - (i) Ensure data is aggregated, analyzed and compared in such a way to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas;
  - (ii) Ensure child-level assessment data is aggregated and analyzed at least one times a year, including for sub-groups, such as dual language learners and children with disabilities, as appropriate, except in programs operating fewer than 90 days, and used with other program data to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services and,
  - (iv) Use information from ongoing monitoring and the annual self-assessment, and program data on teaching practice, staffing and professional development, child-level assessments, family needs assessments, and comprehensive services, to identify program needs, and develop and implement plans for program improvement; and,
  - (v) Use program improvement plans as needed to either strengthen or adjust content and strategies for professional development, change program scope and services, refine school readiness and other program goals, and adapt strategies to better address the needs of sub-groups.

## **PAO-62 Monitoring program performance**

- (1) Ongoing compliance oversight and correction. In order to ensure effective ongoing oversight and correction, a contractor must establish and implement a system of ongoing oversight that ensures effective implementation of the program performance standards, including ensuring child safety, and other applicable federal regulations as described in this part, and must:
  - (i) Collect and use data to inform this process;

- (ii) Correct quality and compliance issues immediately, or as quickly as possible;
  - (iii) Work with the governing body and the policy council to address issues during the ongoing oversight and correction process and during federal oversight; and,
- (2) Ongoing assessment of program goals. A contractor must effectively oversee progress towards program goals on an ongoing basis and annually must:
  - (i) Conduct an annual self-assessment that uses program data including aggregated child assessment data, and professional development and parent and family engagement data as appropriate, to evaluate the program's progress towards meeting goals established under paragraph (a) of this section, compliance with program performance standards throughout the program year, and the effectiveness of the professional development and family engagement systems in promoting school readiness;
  - (ii) Communicate and collaborate with the policy council, program staff, and parents of enrolled children when conducting the annual self-assessment; and,
  - (iii) Submit findings of the annual self-assessment.

#### **PAO-63 Program Monitoring**

- (1) The State ECEAP Office will monitor each contractor's compliance with the Early ECEAP Contract and Early ECEAP Performance Standards regularly.
- (2) The contractor will complete and submit a compliance agreement when out-of-compliance with Early ECEAP requirements. Upon approval of the compliance agreement by DCYF's ECEAP office, the contractor will resolve all out-of-compliance issues as outlined in the plan.

#### **PAO-64 Stewardship of Early ECEAP Funds**

- (1) Contractors must immediately notify the State ECEAP Office of any suspicion of fraudulent use of Early ECEAP funds, including but not limited to:
  - (a) An employee intentionally entering deceptive or false information into ELMS regarding:
    - (i) Child eligibility criteria.
    - (ii) Children's actual start dates and last days in class.
    - (iii) Class start or end dates.
    - (iv) Services that were not actually provided.
  - (b) A family providing false information in order to enroll in Early ECEAP

#### **PAO-65 Modified Services Policy**

- (1) Contractors must create a written modified services policy. The policy must ensure that programming allows for a system of robust modified services in the event of a required prolonged closure. The policy must include in what ways contractors will ensure how:
  - (a) Staff are able to work remotely with access to the necessary technology and tools.
  - (b) Staff are able to provide the services to families.
  - (c) Families receive the modified comprehensive services of Early ECEAP such as:
    - (i) Education; (ii) Health; (iii) Family support